

REDUCING HEALTH DISPARITIES

INCREASING THE NUMBER OF MINORITY
HEALTHCARE PROVIDERS

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OBJECTIVES

- Explore the Research on Health Disparities
- Identify Barriers to Recruiting Minority Physicians
- Identify Successful Recruitment Models
- Identify Community Resources Available
- CCRMC-PUENTE Latino Healthcare Pathway

HEALTH DISPARITIES

In 2003 the Institute of Health Panel of Experts Addressed the Question of Health Disparities

Findings

1. Racial and ethnic disparities in healthcare exist and they are associated with worse outcomes
2. Racial and ethnic disparities in healthcare occur in context of broader historic and contemporary social and economic inequality
3. Differences in treatment are not due to clinical factors such as racial differences in severity of disease or overuse of services by whites
4. Racial and ethnic minority patients are more likely to refuse treatments, but this difference is small and do not fully explain healthcare disparities
5. Health systems, healthcare providers, patients and utilization managers may contribute to racial and ethnic disparities in healthcare
6. Bias, stereotyping, prejudice, and clinical uncertainty on the part of healthcare providers may contribute to racial and ethnic disparities

Recommendations

1. Increase awareness of health disparities
2. Increase the proportion of underrepresented U.S. racial and ethnic minorities among providers
3. Strengthen the stability of patient-provider relationship
4. Use of evidence based guidelines
5. Support of community health workers and interpretation services
6. Promote patient education and empowerment
7. Promote cross-cultural education

NEED FOR MINORITY PHYSICIANS

- Racial concordance of patient and provider is associated with greater patient participation in care processes, higher patient satisfaction and greater adherence to treatment
- Racial and ethnic minority providers are more likely than their non-minority colleagues to:
 - Serve in minority and medically underserved communities
 - Work in hospital-based practices
 - Work in **FAMILY PRACTICE**, ob/gyn, and pediatrics

BARRIERS TO RECRUITMENT

Recent studies point out that Medical Schools have difficulty recruiting underrepresented students

Carrasquillo (2005) surveyed Deans of Student Affairs office of Medical Schools about their recruitment programs

Identified the Following Barriers:

1. Lack of Educational Preparation (MCAT)
2. Lack of Minority Faculty
3. Lack of Minority Role Models

Davidson (2007) surveyed senior URM dental students about their choice in Dental Schools.

Recruitment was enhanced by:

1. Higher proportion of URM clinical faculty
2. Ability to care for diverse groups

Most studies suggest that summer enrichment programs were the most effective tools used by Medical Schools to recruit underrepresented students

BARRIERS TO RECRUITMENT

Barriers to recruitment can be traced to lack of a strong pool of minority underrepresented undergraduate students

- Only 54% of recent high school graduates from low-income families pursue postsecondary education, compared to 88% of upper-income graduates.
- For Latino students, in 1976 they made up 36% of college-age students. In 1997 it was 35.8%, however the Latino population had increased 200%.
- Minority students today have lower persistence, graduation rates and levels of academic preparedness

NAVIGATING THE BARRIERS

Patterson and Carline(2006) reviewed strategies to improve minority student achievement.

Strategies

1. Academic Enhancement
2. Science or Math Instructional Enrichment
3. Career Awareness and Motivation
4. Mentoring
5. Research Apprenticeship
6. Reward Incentives
7. Parental Involvement

Most Beneficial Strategies:

1. Academic Enhancement
2. Instructional Enrichment



Recommendations:

1. Sustained multi-pronged approach
2. Intense interventions that target students, teachers and curricula
3. Documentation of program impact, so that resources may be attracted.

FINDING SUPPORT IN THE COMMUNITY

PUENTE Program

PUENTE

An academic preparation program aimed at improving the rate of college going disadvantaged students.

METHODOLOGIES:

1. Linking an academic program to the local community
2. Integrating culturally relevant literature to the core curriculum
3. Creating small learning communities that foster academic success
4. Working in cross-disciplinary teams
5. Successfully teaching students reading and writing in untracked, mixed-skills classes.

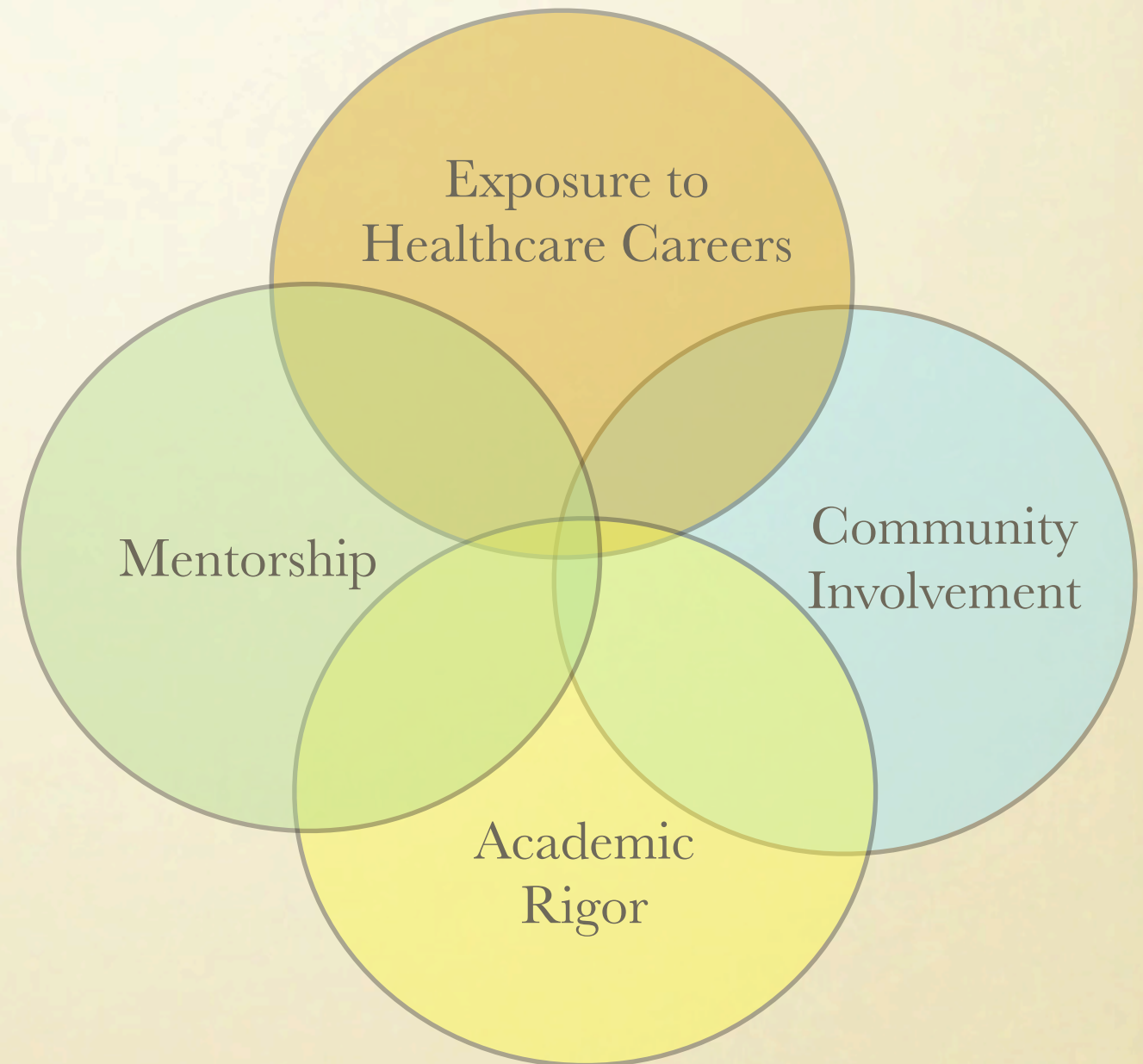
SUCSESSES:

1. More likely to be eligible for University of California (19% vs 6%)
2. 83% rate of acceptance to 2 and 4 year college compared to 49% of all graduating high school seniors
3. More likely to enroll in four year college (43% vs 24%)
4. Passage rate of english exam 96% vs 69%

CCRMC-PUENTE

HEALTHCARE PATHWAY

- Students will explore healthcare careers through information on different career options and through shadowing opportunities
- Increase exposure to health disparities
- Structured volunteer opportunities
- Structured community involvement through student initiated projects targeted to address health disparities
- Increase academic rigor by developing student's writing, presentation and leadership skills
- 1:1 Mentorship



CCRMC-PUENTE HEALTHCARE PATHWAY

Exploration of Healthcare Careers

- Creation of shadowing opportunities for students
- Requiring students to take part in at least 1 shadowing opportunity.
- Access to volunteer experiences at both Contra Costa Regional Medical Center and its surrounding health centers.
- Requiring students to meet a minimum set requirement of volunteer hours



CCRMC-PUENTE

HEALTHCARE PATHWAY

Exploration of Health Disparities

- Creation of a lecture series consisting of 8 mini lectures discussing health issues affecting the Latino population.
- Latino Health Disparity Reader and Supplemental Reader with pertinent articles.
- Exposure to disparities faced by underserved communities through experiences at Contra Costa Health Services who's mission it is to serve these communities.
- Requiring students to produce a research paper on a topic of their choice regarding health disparities in the United States

Lecture Topics

- (1) Latinos in the United States
- (2) Influence of Culture on Health
- (3) Cardiovascular disease
- (4) Diabetes
- (5) Mental Health
- (6) Migrant Health
- (7) Drugs and Alcohol
- (8) Teen pregnancy

CCRMC-PUENTE HEALTHCARE PATHWAY

Community Involvement/Leadership

- Creation of a partnership with the Community Education/ Promotora programs in the community so that students may gain access to ongoing community projects
- Requiring participation in the Community Education / Promotora programs
- Requiring the creation of a poster presentation about the students project while working with the Community Education/ Promotora program.
- Presentation of their poster at Puente Graduation or at Contra Costa Regional Medical Center Noon Conference Series.



CCRMC-PUENTE HEALTHCARE PATHWAY

Role of Mentors

- Mentors will initially consist of Residents and Attendings at Contra Costa Regional Medical Center.
- Mentors will meet with students at minimum every 2 months to present the lecture series, answer questions and provide advice.
- Mentors will be responsible for ensuring that students complete the lecture series and research paper
- Mentors will act as advisors to students and help students with their poster presentation
- Mentors would be available to provide Letters of Recommendation



CCRMC-PUENTE HEALTHCARE PATHWAY

Future Directions

Increase Academic Enhancement

1. Science and Math Tutoring
2. Research Internships
3. SAT Prep Courses
4. Workshops on Writing Personal Statements
5. Partnerships with or Development of Academically Intense Summer Enrichment Programs focused on Math and Science

Increase Support Network

1. Partnership with Federally Qualified Community Clinics in order to expand pool of mentors and volunteer opportunities.
2. Increase Parental Involvement
 - Workshops for Parents about Healthcare Career options
 - Develop ties between Mentors and Parents
3. Scholarships
 - based on need and quality of work
4. Creation of Pipeline with existing/new programs in Undergraduate Institutions and Professional Institutions.

